

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WY2

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Jason Hillman

Official School Name: Meadowlark Elementary School

School Mailing Address: 1301 Avon Street (Address will change to 1410 Desmet after June 2012)
Sheridan , WY 82801-5517

County: Sheridan State School Code Number*: 1702009

Telephone: (307) 672-3786 E-mail: hillmanj@scsd2.com

Fax: (307) 674-9810 Web site/URL: http://www.scsd2.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Craig Dougherty Superintendent e-mail: craig.dougherty@scsd2.com

District Name: Sheridan County School District #2 District Phone: (307) 674-7405

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Scott Hininger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12WY2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12WY2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 13295

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	26	55		7	0	0	0
1	26	21	47		8	0	0	0
2	28	26	54		9	0	0	0
3	29	22	51		10	0	0	0
4	17	20	37		11	0	0	0
5	29	27	56		12	0	0	0
Total in Applying School:								300

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 14%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	20
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	312
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 2
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 31%

Total number of students who qualify: 93

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>12</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>36</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Meadowlark Elementary School is a K-5, middle class neighborhood school with a yearly average enrollment of approximately 320 students. The school has been home to numerous district programs over the past five years including the multi-handicapped classroom and the program for students with severe behavioral issues. Our staff and students have thrived in this diverse community of learners. Acceptance and tolerance are key components of our school climate. Our school community shows great pride in being Meadowlark School “Bobcats.” This past year we were relocated to a school across town while we anxiously await the opening of a new building. The resiliency of our school was demonstrated as the transition went smoothly, and our students continued to demonstrate a high level of learning even through this change. This is an example of our school community remaining focused, despite unusual conditions, on the most important aspect of education: student learning.

Five years ago marked a significant change in the development of Meadowlark Elementary, a milestone that guided us to the learning success our students are experiencing today. Through positive leadership, our notion of “education” and what a school should look and sound like began to shift. All interactions within our community became respectful, and collaboration was an expectation for everyone. Teams began to set common goals and work together to achieve them. All children and adults were learning, and their growth was being celebrated. High expectations were established for everyone involved, in an effort to work together to build a positive school community. Meadowlark could not only see our mission more clearly, but we became more committed to its fulfillment: “Celebrating Learning, Respecting Diversity, Building Community.” Our mission statement is clear and evident in all that we do and believe. We periodically compare our actions to our mission statement to ensure that our actions correlate with what we believe.

Now, five years later, our school functions as a “well-oiled machine,” for lack of a better phrase. Collaboration is the foundation of Meadowlark Elementary and is the key to our success. We continue to set yearly, school-wide goals. Our school goals revolve around literacy, with an emphasis on writing. Each collaborative, third through fifth grade team sets a team goal based on data from the state assessment while our primary grades base their goals off of local assessments. Every learning goal in the building is tied to a measurable data set. Five years ago this was a tremendous paradigm shift for staff; however, we quickly learned that having a focus was the first step. Collaboratively, grade level teams continue to analyze student data, use it to guide instruction, set maintainable academic goals, and celebrate when we meet those goals. This process is the strength of Meadowlark because it gives us a framework to identify strengths and weaknesses at the school and individual student level. Once unique abilities have been identified, we are able to provide intervention and enrichment to individual students. Essentially, we set our sights on where we want to go and take the necessary action in order to reach our destination. As a result, we are continuously setting and resetting high expectations for both ourselves and our students.

Many elements make Meadowlark Elementary worthy of the Blue Ribbon status. Due to our focus on student learning, our students consistently score very high on state and district assessments in all areas. The climate in the school is outstanding - based on recent teacher and parent surveys. Along with our academic success, we have traditions that aid in building and maintaining a strong sense of school community. Our annual activities include a school-wide chili supper and carnival where parents and staff work together to create a socially bonding experience for all. We have “muffins for moms” and “donuts for dads” to provide time for parents to interact with their children in a light hearted, social manner at school. The Parent Teacher Organization is dynamic; they act as ambassadors for the school and raise money for learning tools, such as technology in the classroom. Meadowlark Elementary also has a strong tradition of parent involvement in the classroom. The success of the students is directly related to our implementation of the Professional Learning Community (PLC) model. Shared leadership has elevated our school to a level where all staff, students, and stakeholders are involved and committed to excellence. Meadowlark’s community is very respectful and positive, motivating students to show pride in themselves and ownership in their learning.

1. Assessment Results:

A. Meadowlark Elementary continues to strive towards academic excellence. With an increasing emphasis on student performance, the students and staff at Meadowlark Elementary have surpassed expectations on the state PAWS assessment. As a school we have scored in the 90th percentile in each of the last three years. Last year our student body performed at 95% proficiency in reading, 97% proficiency in writing, and 98% proficiency in math.

Meadowlark Elementary consists of Professional Learning Communities which determine essential outcomes and meet weekly throughout the year to set goals and assess student performance on each outcome. These outcomes, along with a goal of 90% or higher proficiency on each assessment, are shared with all students and support staff to foster school-wide ownership of excellence.

From these on-going assessments, students realize the value of setting and obtaining goals on a continual basis. Setting high expectations and surpassing the level of established proficiency have become an embedded part of the school culture. All vested members collaborate to achieve proficiency in all academic areas.

Each standardized assessment correlates with this pursuit of excellence. Students view assessments as an additional avenue to demonstrate their abilities. Celebration assemblies held before and after standardized assessments motivate students and acknowledge their exemplification of hard work and academic excellence.

Meadowlark Elementary has developed a school culture focused on learning and achieving at the highest levels.

B. The evaluation of data is a crucial component to our success at Meadowlark Elementary. As a school we evaluate trends within our data and modify instructional strategies to better meet our students' needs. In 2006, Meadowlark implemented a building-wide, Professional Learning Community philosophy with a goal to improve student learning and instructional practices. Since committing to this philosophy, student performance on the state standardized assessment has improved throughout the grade levels. Not only has the percentage of students proficient increased, the number of students scoring advanced increased substantially as well.

Students at the third grade level increased from 88% proficient plus advanced in 2006-2007 to 100% proficient plus advanced in 2010-2011 in the area of math. This same subgroup had a 15% increase in the number of students advanced during this five year span. The subgroup of third grade free/reduced-price meals/socio-economic disadvantaged students was 100% proficient for the past three years as a measurable subgroup in mathematics. In the area of reading, this same grade level increased 31% in the number of proficient plus advanced during the same five years. The number of students identified as advanced increased from 8% in 2006-2007 to 41% in 2010-2011.

Fourth grade students showed high levels of achievement as well. During the past five years, an average of 92% of fourth grade students were identified as proficient plus advanced in the area of mathematics. The subgroup of special education students performed at an average 92% proficient with an increase of 24% in advanced scores over the past three years. In the area of reading, scores increased 23% from 2006-2007 to 2010-2011 in the number of students found to be proficient plus advanced. The overall number of students found to be advanced went from 21% to 48% during the same period. In the subgroup of free/reduced-price

meals/socio-economic disadvantaged students the number of proficient plus advanced increased 6% over the past three years with an overall increase of 17% who are advanced.

At the fifth grade level, an average of 97% of students were proficient in the area of mathematics over the past five years. The number of students identified as advanced increased from 41% to 53% during the same period. In reading, students increased 23% in the number of proficient plus advanced scores. The number of advanced scores increased from 17% in 2006-2007 to 40% in 2010-2011. In the subgroup of free/reduced-price meals/socio-economic disadvantaged students, the number of proficient plus advanced increased 40% over the past five years. The students scoring in the advanced range increased 35% within the same subgroup.

Students are continually scoring at proficient or advanced levels on the state assessment. Our school has seen dramatic gains in several areas. These gains are attributed to our Professional Learning Community philosophy. Within this philosophy there is a systematic approach to intervention and enrichment. Assessments directly target the identification of students who require additional support as well as students capable of enrichment within the same content. By addressing both levels of student performance, we are seeing significant gains in the number of students scoring proficient and advanced. Another common component is our ability to maintain proficient and advanced scores even though the percentage of students within the subgroup of free/reduced-price meals/socio-economic disadvantaged students has increase over the past few years.

Student learning is the focus at Meadowlark Elementary. The staff will continue to evaluate trends found within standardized assessment data and apply their findings to the overall instructional practices. This will continue to allow us to maximize student learning potential and success.

2. Using Assessment Results:

Data is one important key to improving student learning. At Meadowlark Elementary School we systematically use data to shape instruction to meet the individual needs of students. We take the use of student data to a higher level by basing our professional development on evidence of student learning. We look at areas in which our students struggle and focus our professional development in those areas. This creates a system that helps us, as educators, increase our content knowledge to become better instructors in the areas where our students are not demonstrating learning at our expected level.

Five years ago our school made a commitment to ensure that the core of every decision is student learning. As a school, we needed to create a system that allowed us to closely monitor student learning on a timely basis and this thought process lead us to the implementation of daily intervention and enrichment time for all students. We defined our agreed upon standards, (or essential outcomes), based on state and district standards, student data from the state assessment and school level assessment, and existing scope and sequence. Our professional teams created rubrics and common assessments based on each essential outcome. Currently, outcomes are taught for two to three weeks in the regular classroom. Each student is assessed, and students who demonstrate proficiency receive enrichment in small groups, while students not demonstrating proficiency receive intervention in small groups. The certified staff member having the highest percentage of proficiency among students is assigned the intervention group for that outcome. The theory behind this is simple; the teacher with the highest level of proficiency communicated in a fashion that enabled students to succeed. Students are provided with a rubric for each essential outcome or learning goal. Each student is updated on their level of progress roughly every two weeks. This process has allowed students to demonstrate proficiency and learning at their own pace because we are able to accommodate struggling learners and challenge our accelerated students. In the end, all students are expected to demonstrate learning at a high level; our system allows struggling students a little longer to achieve that goal.

This method of data collection also drives the adult learning and professional development within the building. At Meadowlark Elementary School every member of the staff is a continual learner. We believe that adult learning must be tied to student data and school goals, and must translate into improved instruction

and learning in the classroom. This expectation is being met through sustained, weekly staff development training. The weekly development occurs in hour-long meetings during teacher preparation time. The meetings consist of researching professional texts, building shared knowledge in our focus area, and direct discussion in regard to individual student performance data. Staff share data from common assessments and compare teaching strategies that lead to the success of students. As mentioned above, the teacher with the highest rate of student proficiency not only teaches the intervention group, they also share strategies with the rest of their teaching team. Our students are demonstrating a high level of learning, so this process of building shared knowledge is proving very effective.

All of these practices and strategies are reviewed within weekly team meetings and monthly with the parent group. Parents are informed when each essential outcome is being taught in the classroom. Our state assessment data is presented to parents at the beginning of each school year and published in the local newspaper. The general public, along with our school community, also have access to our school's state assessment data via the Wyoming Department of Education's website.

3. Sharing Lessons Learned:

Meadowlark Elementary School has had many opportunities to share successful strategies with other schools around the states of Wyoming and Montana, as well as the national level. We have become a district model for school improvement, and other schools from the district observe our collaborative meetings and intervention methods. The strategies shared at Meadowlark Elementary have been implemented throughout the district. The essential learning outcomes created by staff have also been adopted by other schools in the district, and the model used in creating our essential outcomes is being replicated as other schools define their learning outcomes.

Meadowlark Elementary is also influencing the education of students throughout Wyoming. Schools from other communities within the state have visited Meadowlark to become familiar with the strategies that are making our students successful learners. They observe collaborative meetings, intervention and enrichment groups, and have question and answer time with staff. Some schools have visited more than once. Our staff members have also traveled to other communities around the state to present on school improvement. The principal has conducted sessions with the Wyoming Department of Education on team building and school improvement, and he has presented at the Wyoming Association of Elementary School Principals state conference in the area of school improvement.

The school's influence is also stretching beyond state lines. Meadowlark is working closely with a school district on the Northern Cheyenne Reservation in Montana in the area of school improvement. Nationally, the principal along with two facilitators, have been asked to represent Meadowlark Elementary by presenting specific school improvement strategies at the National Reading Recovery Conference this June in Washington, D.C. Meadowlark Elementary School's strategies regarding school improvement and team building under the Professional Learning Community model are also featured on the *allthingsplc* website.

Our school community is proud of the success of our students. We consider it an honor to share and assist other educators in helping devise strategies and curriculum that aid in the quality education of all students. We have had many opportunities to influence education, and we hope to continue to be placed in a position to share.

4. Engaging Families and Communities:

Parents and community members are involved in numerous ways at Meadowlark Elementary School. We have a very strong Parent Teacher Organization. The group meets once a month, and one of their primary tasks is fundraising. The goal of our fundraising for the past two school years has been to provide each classroom with a document camera, projector, and SMART Board. By the end of last school year, we had those items in every kindergarten through fifth grade classroom. This technology has given teachers new

tools that have proven to be essential to student learning. The purchases directly support our school writing goal by allowing teachers to share student writing immediately upon completion. Once a year, all parents, including our PTO, are invited to meet with the Director of Elementary Education. During this meeting, we ask parents to discuss current programming and make suggestions in regards to how the school can improve.

We have an open door philosophy at Meadowlark Elementary, and parents are asked and encouraged to participate in learning activities at the school. Many parents spend time helping with centers, reading groups, and math groups. Community members, such as the Mayor, policemen, and firemen have been asked to volunteer and spend time participating in the education of our children. They read books and explain what they do at their jobs.

Teachers communicate expectations to parents at the beginning of the school year. Each parent attends a meeting and/or receives all expectations in writing, and these expectations are communicated continually throughout the year. One of those expectations is that one hundred percent of our parents attend parent teacher conferences, and we meet this goal regularly. We have very high expectations for parental support and student achievement.

1. Curriculum:

At Meadowlark Elementary School, we take pride in celebrating learning, respecting diversity and building community within our school; it is our mission. The constant collaboration of teachers and students builds upon the strengths of all and empowers us to be fervent learners. Our core curriculum is aligned with our state standards. It also allows us to provide for the individual needs of our students, while still maintaining a rigorous learning environment.

Our math curriculum is used across all grade levels and supports our school mission of respecting diversity. This spiraling curriculum, aligning to our district, state and NCTM standards, provides students with numerous opportunities to return to concepts previously learned. This promotes retention of material and success in learning. Students build critical thinking skills, allowing them to construct meaning in various ways. These skills also support the connection of school and community by giving our students the tools they need to be successful outside of the classroom.

Our reading curriculum incorporates a variety of teaching methods that best meet the needs of our students. All grade levels practice a balanced literacy framework. Numerous reading methods, such as read alouds, shared reading, independent reading, guided reading and literature circles, promote student success and allow our students opportunities to improve reading comprehension and skills.

Meadowlark School believes every child deserves the opportunity to become successful. Our writing curriculum centers on around essential outcomes that are designed to directly correlate with learning standards. Vertically and horizontally aligned outcomes promote unity across grade levels within our school. Through our Professional Learning Communities (PLC) and intervention and enrichment groups, we, as educators, are able to meet the needs of all students. We believe that every child can see their accomplishments - allowing them to take ownership of their own learning and successes through the growth they undergo.

Our science curriculum correlates with the National Science Education Content Standards. The social studies curriculum is based upon our state standards. Both the science and social studies curriculums encourage our students to engage in the material through the process of inquiry and critical thinking. Both subjects are embedded into our balanced literacy approach.

The school provides opportunities for our students to explore other areas of interest. There are programs in visual and performing arts, physical education/health/nutrition, and technology. Each of these teachers implement curriculum that integrates standards in an engaging and rigorous manner. Students connect and relate the arts to other disciplines and to society. Many students choose to pursue their interests in the arts based on the foundation they received at Meadowlark Elementary School.

It is obvious to our school community that our teachers and students are dedicated to making learning our top priority. Our unique community of learners celebrates learning and respects diversity within our school.

2. Reading/English:

Meadowlark Elementary's reading curriculum and instruction is not a published curriculum, but instead uses an on-going, teacher developed, literacy framework. Meadowlark Elementary chose to use the balanced literacy framework because research shows it to be the best approach in teaching all students in all grade levels. Within the balanced literacy framework, teachers apply various instructional methods throughout the day in whole group, small group, pair, and individual settings. These literacy elements; read alouds, shared

reading, independent reading, guided reading and literature circles, all reach and meet the needs of various levels of readers.

Students at Meadowlark Elementary acquire their foundational reading and comprehension skills through various means within the classroom and beyond. Our extensive, leveled, reading library provides teachers with appropriate reading material to match the ability and interest of their students. In addition, through whole group read aloud and shared readings the teachers model the reading process and comprehension strategies. Small group instruction, through guided reading groups and literature circles, allows appropriate placement of students in instructional reading levels. Teachers give immediate and continual feedback as students work in their zone of proximal development. To provide this feedback, all K-5 teachers are trained to record reading behaviors and strategies and analyze these records, which guide daily instruction for individual students. Buddy reading and independent reading of self-selected texts give students extended time to enjoy and practice reading and comprehension skills modeled earlier. Research explicitly shows that teaching writing skills improves all below, average, and above grade level reading and comprehension skills. Teachers receive extensive training and explicit modeling in the balanced literacy framework, including both reading and writing. Through ongoing professional development and diligent practice of the components, teachers hone their instructional methods. Beyond the classroom, in the course of our weekly team meetings, engaging discussion of professional text increases our knowledge on how students take on reading. To increase student knowledge, awareness of literature, and how to read various genres, Meadowlark's librarian piggybacks onto classroom instruction by focusing on text structures.

Early intervention provides at-risk first grade students with intensive one-on-one assistance by a reading recovery teacher. Additionally, a language arts specialist provides instruction within small groups of students performing below grade level in first grade and beyond. Students reading above grade level may advance to the grade level appropriate to meet their reading needs in a small group setting.

3. Mathematics:

Meadowlark Elementary strives to meet the mathematical needs of our student population through the use of sound, research-based instructional practice. Using the Everyday Math curriculum K-5 for our instruction provides consistency and uniformity for our students. Concepts in this program spiral, meaning a topic is revisited repeatedly in variety of ways and increasing depth, and using different examples and contexts that span multiple grade levels. Teachers provide challenging material and resources to meet the needs of students who struggle, as well as enriching those who excel by addressing various learning styles. The regular use of differentiated instruction recognizes these differences, and targets instruction, activities, and flexible grouping practices to more effectively meet the needs of each student in a heterogeneous class.

Teachers at Meadowlark support active student participation in math lessons by incorporating manipulative and hands on participation through scaffolding instruction. Concrete, real-life examples make the concepts meaningful and memorable to students. Frequent assessment of the developing proficiency levels of all students in the class allows instruction to be differentiated to meet the needs of individuals. Teachers use assessments that both diagnose student strengths/weaknesses and inform instructional decision-making. Formative assessments provide information on student conceptual/skill development as well as information on the effectiveness of instructional activities and grouping practices.

Teachers supplement the program to fill in gaps in instruction and to meet the needs of individuals in the classroom. This includes frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises. The Math Recovery program provide a powerful mathematics intervention framework that utilizes unique techniques and assessment tools struggling students need to achieve lifetime results.

Instruction at Meadowlark is enhanced with the use of technology to improve student instruction and engagement. Many classrooms use a SMART Board or similar device to deliver hands on instruction for

students and increase student engagement. Digitized curriculum is used to model and improve student acquisition of the general curriculum.

4. Additional Curriculum Area:

As part of a school-wide health program the art, music, physical education and guidance departments have developed a character education curriculum called *Bobcat Pride*. This program directly supports our mission of, “*Celebrating Learning, Respecting Diversity, and Building Community.*”

We have identified eight character traits that we feel are essential elements in a child’s development. These traits are respect, responsibility, kindness, caring, cooperation, team work, positive attitude, and self-control. Brightly colored banners are hung in the hallway as a daily reminder of our expectations.

Each character trait is used as a theme for a month. The trait theme is highlighted on the daily announcements where the principal gives an example and/or reminder of how to demonstrate that behavior. Classroom teachers are each given a small poster with the trait of the month. They hang the poster in their classroom, and this helps them to emphasize each specific trait throughout the month. Students are recognized by staff members for displaying positive behaviors by getting a Bobcat Pride slip. These slips are displayed on the Bobcat Pride board in the front hall and are submitted for a weekly drawing for small prizes to help to reinforce the positive behaviors. This supports the, “Building Community” piece of our mission.

The program has been modified over the past few years to include special colored slips for recognizing kindness and respect. Each Monday, a traveling trophy is presented to the class with the most colored slips submitted during the previous week.

During the five years the plan has been in place the numbers of recognition slips have increased yearly, while the numbers of office referrals for misbehavior have continually declined. Any staff member can talk to any student about showing their Bobcat Pride, and students know what is expected and what to do. Our students feel a great deal of pride in being a Bobcat.

5. Instructional Methods:

Meadowlark Elementary School differentiates instruction based on our students' diverse needs. As a Professional Learning Community (PLC), we are able to ensure high levels of student learning and achievement through daily modification and supplementation. We use standards-based learning outcomes to guide our instruction in all areas.

Numerous methods are utilized in the area of literacy at Meadowlark Elementary School to meet the diverse needs of our student subgroups. Such methods include: guided reading groups based on individual instructional reading levels within the classroom, individual instruction through Reading Recovery, booster group reading intervention with a Reading Specialist, and Special Education. Writing instruction is differentiated through small needs-based groups. The groups meet on a daily basis, and the instruction is developed by the grade level PLC teams based on the needs of that group. Literacy instruction is also differentiated through our Gifted and Talented program, (Seminar).

Additional methods for meeting the needs of our students are incorporated in the area of math. A common curriculum is used throughout all grade levels. Each lesson provides opportunities to adjust the lesson through modification and enrichment activities. Everyday Math is also designed to repeatedly present and build upon core concepts throughout all grade levels. Math Recovery and math groups, Special Education, and differentiated instruction in the classroom provide venues for all students’ success.

Technology is embedded throughout the curriculum in a variety of ways to support instruction. The computer lab is accessible to all students, as well as laptops and iPads which are available for check out. Our school also utilizes Flashmasters for individualized fact practice, iPods, and document cameras to aid in

differentiated instruction. Our school purchases site licenses for a variety of educational programs that can be tailored to meet the varying needs of our students.

Additional services are provided for students who benefit from individualized support. Such services include one-on-one paraprofessionals for ESL students and students with special needs. After school programs, occupational therapy, physical therapy, speech and language therapy, and counseling services are also provided.

6. Professional Development:

Meadowlark Elementary follows more than just a “program” for professional development. Our team has created a culture of collaboration that lives and breathes the true Professional Learning Community philosophy. We are committed to working collaboratively in an ongoing process of collective inquiry and action research to achieve better results for the students we serve. In order to meet and maintain the high expectations we set for ourselves and our students, we operate under the assumption that the key to improved learning for students is continuous job-embedded learning for ourselves as educators.

On a weekly basis, grade level teams consisting of administrators, teachers, specialists, and paraprofessionals come together to accomplish one common goal: to improve and enrich student learning. During these meetings, we analyze data to inform and drive classroom instruction - all of which is aimed towards meeting the unique needs of each of our students. To build upon our current instructional schema, skills, and expertise of each team member, we utilize strategies learned from reading current, research-based professional texts. Through the use of our team book discussions, we have been able to consistently improve our pedagogical knowledge and ability to meet the needs of our students

In addition to meeting with our grade level teams, we also collaborate once a month with another grade level team to discuss our professional readings and current classroom instruction. These discussions have helped to align our curriculum and instruction across the grade levels as well as serve as a way to learn from each other. During district in-service days throughout the year, time is allocated to vertically align various learning outcomes based on academic standards across grade levels. This collaborative effort has allowed us to increase and maintain high student expectations and unite the teaching staff within our school, ultimately resulting in a high level of student performance across the board. Meadowlark has learned how to use collaboration which focuses on student achievement as a means for effective professional development. Meadowlark Elementary’s example has caused a ripple effect, impacting the professional development of other schools in our district and across the state of Wyoming.

A lot of schools may say they do these things, but if you walk into Meadowlark you will be able to see every member of our staff living this collaborative philosophy and growing together as educators.

7. School Leadership:

Meadowlark Elementary School operates under a shared leadership philosophy. The building structure consists of one principal, two educational facilitators, and roughly forty-five certified and classified staff. The educational facilitators spend half of their time supporting at-risk students in literacy, while the other half of their time is spent modeling literacy and/or math and facilitating team meetings. The school structure consists of grade level based teams; the teams include both certified and classified staff ranging from classroom teachers, paraprofessionals, student teachers, counselors, and the principal. The two educational facilitators expedite team meetings on a weekly basis.

The primary focus of all team meetings is student learning. Minutes from each meeting, along with documents such as formative assessments and rubrics, are turned into the principal for review and kept in a binder for easy reference. This system allows the principal to monitor the implementation of policies and to support staff in their endeavor of meeting the expectations of our school community.

The school principal takes a very active role in the education of all students. He is an instructional leader that team teaches and models lessons for staff. In the first semester of every year the principal is a member of a team and is responsible for attending all of that team's meetings. He will also periodically attend other team meetings to offer support and guidance. The principal takes a small group of students on a daily basis and provides instruction based on the current outcome being taught in the classroom. Instruction will consist of intervention on a skill in which students are struggling or enrichment on a skill they have mastered.

In a shared leadership environment, it is very important that staff view themselves as a team. Each staff member is asked to lead team meetings and share data and successful teaching strategies. Staff constantly talks about becoming a great team. Our definition is simple; a great team is a group of individuals who refuse to let each other down. The staff and community of Meadowlark School truly believe this. We take responsibility for our students' learning and hold each other accountable by sharing data and creating shared goals. At the opening of every year, the principal organizes staff development in the area of the school goal. Motivational and team building activities are intertwined within the training. While operating under this leadership philosophy, Meadowlark Elementary School has made tremendous gains in student learning as evidenced by state and local assessments.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	98	98	90	88
Advanced	71	50	50	26	56
Number of students tested	37	59	59	49	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100	100	100		
Advanced	57	67	67		
Number of students tested	13	12	12	9	6
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1	1	1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	2	2	
4. Special Education Students					
Proficient plus Advanced				82	
Advanced				18	
Number of students tested	7	7	7	13	8
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
The 2009-2010 and 2008-2009 data is identical due to the fact that the Wyoming Department of Education did not use the 2009-2010 data for AYP. The scores reported here reflect the data used for AYP.					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	91	85	85	72	60
Advanced	41	39	13	14	8
Number of students tested	38	55	60	53	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	82	70	83		
Advanced	33	26	3		
Number of students tested	13	19	12	9	6
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1	1	1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	2	2	
4. Special Education Students					
Proficient plus Advanced		94		40	
Advanced		46		5	
Number of students tested	5	10	3	11	8
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
<p>The data tables above are the Language Arts scores reported by the Wyoming Department of Education. The WDE combines Reading & Writing assessments to create the Language Arts score. The WDE does not report the language arts scores as percent advanced, they only report the combination of percent proficient and advanced. After a discussion with Aba Kumi, we disaggregated the data at the building level in order to report % of students advanced. We did the same for all years in Language Arts, including building level scores reported in 2010. These scores include all students.</p>					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	95	92	92	86	96
Advanced	56	35	35	38	53
Number of students tested	57	50	50	36	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			2		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	95				
Advanced	52				
Number of students tested	22	9	9	8	7
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	1	1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	3	3	1	5
4. Special Education Students					
Proficient plus Advanced	91	92	92		
Advanced	38	14	14		
Number of students tested	11	12	12	8	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
The 2009-2010 and 2008-2009 data is identical due to the fact that the Wyoming Department of Education did not use the 2009-2010 data for AYP. The scores reported here reflect the data used for AYP.					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	96	91	76	74
Advanced	48	44	38	19	21
Number of students tested	59	50	52	37	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			2		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	98	97	92	55	74
Advanced	35	49	18	10	29
Number of students tested	22	21	10	8	7
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1		1	1	
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	3	1	5
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	5	7	6	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
<p>The data tables above are the Language Arts scores reported by the Wyoming Department of Education. The WDE combines Reading & Writing assessments to create the Language Arts score. The WDE does not report the language arts scores as percent advanced, they only report the combination of percent proficient and advanced. After a discussion with Aba Kumi, we disaggregated the data at the building level in order to report the percent of students advanced. We did the same for all years in Language Arts, including the building level scores reported in 2010. These scores include all students.</p>					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	95	95	98	95
Advanced	53	49	49	49	41
Number of students tested	58	40	40	52	40
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed		2	2	1	3
Percent of students alternatively assessed		5	5	2	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100			100	80
Advanced	47			50	30
Number of students tested	17	8	8	10	10
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		2	2		1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	2	5	1
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	6	6	7	7
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
The 2009-2010 and 2008-2009 data is identical due to the fact that the Wyoming Department of Education did not use the 2009-2010 data for AYP. The scores reported here reflect the data used for AYP.					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: PEARSON

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	91	87	83	74
Advanced	40	43	31	14	17
Number of students tested	60	55	41	53	41
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed			2	1	3
Percent of students alternatively assessed			5	2	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	98	96		92	58
Advanced	41	28		4	6
Number of students tested	17	15	8	10	10
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested			2		1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	4	2	5	1
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	7	7	9	5	7
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested				1	
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					
<p>The data tables above are the Language Arts scores reported by the Wyoming Department of Education. The WDE combines the Reading and Writing assessments to create the Language Arts score. The WDE does not report the language arts scores as percent advanced, they only report the combination of percent proficient and advanced. After a discussion with Aba Kumi, we disaggregated the data at the building level in order to report the percent of students advanced. We did the same for all years in Language Arts, including the building level scores reported in 2010. These scores include all students.</p>					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	98	95	95	91	93
Advanced	58	44	44	37	49
Number of students tested	152	149	149	137	122
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	2	3	2	4
Percent of students alternatively assessed	0	5	3	2	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	97	96	96	89	86
Advanced	51	53	53	48	45
Number of students tested	52	29	29	27	23
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	4	2	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	7	7	8	6
4. Special Education Students					
Proficient plus Advanced	90	96	96	84	75
Advanced	36	20	20	36	33
Number of students tested	22	25	25	28	21
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	0	0	1	0
6.					
Proficient plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	95	90	87	77	70
Advanced	43	41	26	15	15
Number of students tested	157	160	153	143	126
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	3	2	4
Percent of students alternatively assessed	0	0	2	2	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	94	87	86	77	61
Advanced	36	35	12	11	13
Number of students tested	52	55	30	27	23
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	4	2	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	8	7	8	6
4. Special Education Students					
Proficient plus Advanced	87	84	65	49	47
Advanced	25	36	14	7	4
Number of students tested	20	22	19	22	21
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	0	0	1	0
6.					
Proficient plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12WY2